



Supporting Comprehension in Secondary Classrooms, Session 5:

Rethinking Reading: Strategies to Spark Student Engagement in All Classrooms

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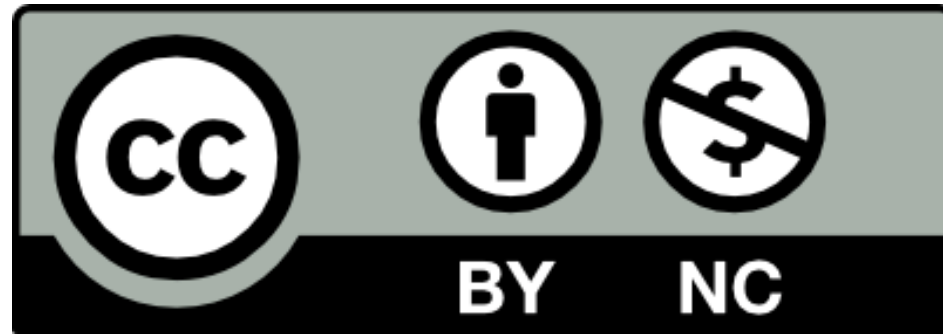


Acknowledgments

The content for this training day was developed based on the work of:

- Dr. Anita Archer

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Group Agreements

We are Responsible

- Take care of our needs

We are Engaged

- Plan to participate in multiple ways
 - Chat, reactions, unmute
 - Ask questions

Purpose

The purpose of this training is to equip classroom teachers with strategies that promote reading by all students in a supportive manner

Agenda

1.0 The Rationale: Maintaining Engagement During Reading

2.0 Strategies to Support Student Engagement

3.0 Considerations and Next Steps

1.0 The Rationale

Maintaining Engagement During Reading

Reading is a Complex Task

- “Reading is often perceived as a passive activity, but cognitively, it is anything but simple. When you read, your brain must simultaneously recognize written symbols, process language, maintain meaning across sentences, and suppress distractions. All of this happens in real time. Because reading relies on several cognitive systems working together, it is especially vulnerable to breakdowns in focus. Even short lapses in attention can disrupt understanding, forcing readers to go back and reread sections. Importantly, this does not indicate a lack of intelligence or effort. It reflects the natural limits of human cognition.”
- In what ways does this statement resonate with you?

Addressing Comprehension Systematically

Incorporate Engagement Throughout the Reading Experience

Before Reading

- Explicit vocabulary instruction
- Pre-teaching or activating background knowledge
- Previewing of an article/chapter/segment of a chapter
- Establishing purpose

During Reading

- Inclusive passage reading procedures
- Active engagement
- Text-dependent questions
- Note-taking
- Getting the gist
- Comprehension monitoring

After Reading

- Writing in response to reading
- Graphic organizers
- Summarization
- Structured academic discussion
- Retrieval practice of critical content

2.0 Strategies to Support Student Engagement

“Intend to Attend”

Inclusive Passage Reading Strategies

- Choral
- Cloze (single word and phrase)
- Echo
- Whisper
- Structured Partner

(Archer & Hughes, 2011)

Increasing Expectations Means Increasing Support

- These strategies are presented because they each meet the following criteria:
 - Each method requires a student to fully attend to the text
 - Addresses cognitive drift
 - Each method supports the student if words are difficult to recognize
 - Builds competence and confidence



Our Process for Today (repeat for each strategy)

1. Individually: Read the description of the strategy
2. Facilitator models with the attendees as the students
3. Consider when/where this could be incorporated into your setting
4. Add notes to 'Note-Catcher'
5. Additional questions/comments

Strategy One: Choral Reading

Activity 2.1: Choral Reading Description

- Access and review the “Choral Reading” Description document
- Identify any details that will support your implementation



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Choral Reading

This document provides the what, why, and how regarding the use of Choral Reading in secondary classrooms.

What is it?

Choral reading is just as its name implies, reading all together as a chorus. This process may be used for reading directions, captions, or short portions of text. Choral reading can be used for longer pieces of text but only if the reading is broken up by discussion or questions to check comprehension.

Choral Reading Practice

The East African Rift

In East Africa, deep cracks (or rifts) in the earth's crust run from north to south.

16 The rifts are framed on either side by grassy plains and enormous mountains. This
30 region is dotted with many volcanoes and some of the world's deepest lakes. The
44 rift system extends from Ethiopia in northeastern Africa down through Kenya
55 and Tanzania and into Mozambique. Most people know this area as the Great Rift
69 Valley. Scientists call it the East African Rift. (#1)



Activity 2.2: Choral Reading Reflection

- Think about the classes you teach or support. What areas of the instructional period would you consider incorporating choral readings?
 - Class directions
 - Table/Graph/Image captions
 - Individual paragraphs
 - Text up to one page in length
 - Others?
- Add your thoughts to the note-catcher

Strategy Two: Cloze Reading

Activity 2.3: Cloze Reading Description (single word and phrase)

- Access and review the “Cloze Reading” Description document
- Identify any details that will support your implementation



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Cloze Reading

This document provides the what, why, and how regarding the use of Cloze Reading in secondary classrooms.

What is it?

Cloze reading is a whole group reading procedure where students follow along in a text being read by the teacher, then read the subsequent word or phrase each time the teacher pauses.

An example of a cloze procedure at the **word level** is provided below. Students follow the text as the teacher reads aloud. When the teacher stops just prior to the underlined word, students read that word out loud and in unison.

A school-wide content area reading model in a multi-tiered system of supports encompasses systems to address the continuum of reading needs, practices designed to improve reading outcomes for all students, and data to provide evidence of needs to be met, progress being made, and adjustments necessary.”

Cloze Reading Practice

Electrons orbit the nucleus. Electrons are smaller, negatively charged particles. If the number of electrons and number of protons are the same, the atom will be electrically neutral. If the number of electrons and number of protons are different, the atom is called an ion. The ion can be either positive or negative.



Activity 2.4: Cloze Reading Reflection

- Think about the classes you teach or support. What areas of the instructional period would you consider incorporating cloze readings? (Word and Phrase)
 - Key vocabulary terms in text
 - When a brisker pace is needed in a longer text
 - What else?
- Add your thoughts to the note-catcher

Strategy Three: Echo Reading

Activity 2.5: Echo Reading Description

- Access and review the “Echo Reading” Description document
- Identify any details that will support your implementation



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Echo Reading

This document provides the what, why, and how regarding the use of Echo Reading in secondary classrooms.

What is it?

Echo reading is a whole group reading strategy where the teacher or lead reader reads a portion of the text (e.g. a direction, caption, sentence, or short paragraph) with the group then reading the same portion out loud and in unison.

Why do it?

Echo reading provides a chance for all students to successfully read text in portions after hearing those portions read aloud by a competent reader. This is especially helpful for text that

Echo Reading Practice

74	Miniaturization is pushing the frontiers in manufacturing as people take larger things (such as cameras) and make them smaller and smaller. Miniaturization is also pushing the frontiers of physics, chemistry, and biology. Humans are making things that have never existed before. These things are so tiny that you cannot see them with the unaided eye. We call this type of miniaturization <i>nanotechnology</i>. Nanotechnology is helping us learn how atoms operate when you move them around and build new structures with them. (#2)
82	
93	
103	
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147	



Activity 2.6: Echo Reading Reflection

- Think about the classes you teach or support. What areas of the instructional period would you consider incorporating echo readings?
 - For new information
 - For difficult terminology
 - To support students who might be reading below grade level
 - To practice prosody and inflection
 - Important pieces of text (directions, captions, sentences, short paragraphs)
 - Read a test item to a student and have them read it back
- Add your thoughts to the note-catcher

Strategy Four: Whisper Reading

Activity 2.7: Whisper Reading Description

- Access and review the “Whisper Reading” Description document
- Identify any details that will support your implementation



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Whisper Reading

This document provides the what, why, and how regarding the use of the Whisper Read process in secondary classrooms.

What is it?

The whisper read process is an excellent method to support the reading of all students in content area classrooms. Whisper reading is done when all students in class are asked to silently read an assigned text. During this reading time, the teacher floats and monitors students' reading by briefly listening to several individual students read (at a whisper level). Through the use of subsequent whisper reading times, teachers can efficiently listen to all students within their class.

Whisper Reading Practice

80 For more than a century, people have reported bizarre
89 incidents in which rain has included frogs, fish, or frozen
99 turtles. Try to picture in your mind what this might look like.
111 In 1873, *Scientific American* described a shower of frogs
120 that darkened the air. The frogs fell to the ground during a
132 rainstorm in Missouri. In 1901, witnesses in Minnesota told a
142 rare story. They said that they heard an unfamiliar plopping
152 noise outside. It sounded like falling lumps of mud, not like
163 rain or hail. Outside, they saw a huge green mass coming
174 down from the sky. When the storm was over, they saw a
186 collection of frogs and toads piled three inches deep and
196 covering more than four city blocks! (#1)

202 Many other animals have thudded to the ground as well.
212 Different kinds of fish have fallen on priests in Australia,
222 golfers in England, and families in Singapore. Sometimes
230 birds frozen like hailstones have dropped to the earth. In
240 1930, *Nature* magazine told a story about a turtle wrapped in
251 ice that fell during a hailstorm. (#2)

Activity 2.8: Whisper Reading Reflection

- Think about the classes you teach or support. What areas of the instructional period would you consider incorporating whisper readings?
 - Short or long passages (initially short to build stamina)
 - “Eternal Read” of the text = Miles on the Page!
 - Repeated reading tasks: Provide a purpose or a focus for reading (fluency, key events, etc.)
- Add your thoughts to the note-catcher

Strategy Five: Structured Partner Reading

Activity 2.9: Structured Partner Reading Description

- Access and review the “Structured Partner Reading” Description document
- Identify any details that will support your implementation



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Structured Partner Reading

This document provides the what, why, and how regarding the use of a structured partner reading process in secondary classrooms.

What is it?

Structured partner reading is another excellent method to support the reading of all students in content area classrooms. As the name implies, structured partner reading is accomplished by placing students into pairs, who then read to each other adhering to a specified format or procedure. The level of structure can vary widely both in terms of the pairing and format. A lack of structure and clarity regarding how partnering is established and how the reading process will be done can result in less than desirable and sometimes harmful results. At a minimal level, partners are assigned the role of reader or listener and each are given a specific task. Often the roles and tasks are reversed or alternated during the reading time. While students are reading to each other, the teacher should float and monitor the students' reading by briefly listening to several pairs. Through the use of subsequent structured partner reading times, teachers can efficiently listen to all dyads within their class, providing targeted support where needed.

Structured Partner Reading Practice

454 **Resources**

455 The people who live in the East African Rift have discovered a number of
469 resources that help drive their economies. In Kenya, they export sodium carbonate
481 from Lake Magadi. It is then used as a raw material in making things such as glass
498 and soap. The rich soil near Lake Naivasha allows farmers to grow flowers, such
512 as carnations and roses, which are then shipped to Europe for sale. Far below the
527 volcanoes of the East African Rift, magma creates steam. The steam is a form of
542 geothermal energy that is used to generate electricity. In addition, geologists and
554 oil drillers are finding large quantities of oil. Fish is an important food source for
569 the local people as well as a commodity that can be sold. Finally, the wildlife of
585 such places as Kenya and Tanzania attracts many tourists. (#7)



Activity 2.10: Partner Reading Reflection

- Think about the classes you teach or support. What areas of the instructional period would you consider incorporating structured partner readings?
 - Paragraph reading
 - Chapter reading
 - New or rehearsed passages
 - After reading activities (discussion questions, summarizing, etc.)
 - To support students who have reading difficulties
- Add your thoughts to the note-catcher

3.0 Considerations and Next Steps

Creating the Culture

- Teacher disposition matters!
- These strategies are accepted and used more willingly by the students if the teacher begins the year/semester with the strategies simply being a part of the standard routines of the class
- Most students appreciate a solid rationale if they ask why they are reading in this way
 - Rationales are included in the description sheets

Pitfalls to Avoid

- All does not mean some
 - If the strategy becomes optional for some students, it becomes optional for all
- Think band conductor, not cat herder
 - Signaling, Pacing, and Vocal Undulations help set the tone
 - Don't allow blurters, yellers, or speedsters
- Don't be a one-trick pony
 - Different strategies often have different purposes for use, but at times they can be used interchangeably. Don't fall into the habit of using the same strategy all the time

As You Move Forward

- Be intentional: Review your lesson plans and determine what strategies would support the level of engagement when reading
 - Consider the length of text being read, the difficulty of vocabulary and concepts, and the level of support needed
- Observe other educators for continual improvement and impact

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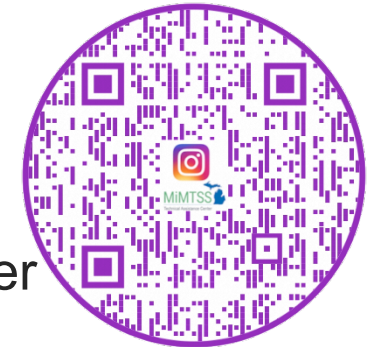
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